

Literacy in Technical Education
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Protocols and Templates for Literacy Strategies

Dear Participant:

As you use these and other literacy strategies in your classroom, shop, lab or field work, we urge you to recall the Six Steps of Explicit Strategy Instruction. Substantial research has shown that to maximize gains, it is important not to skip the steps of explicit instruction.

1. Teacher Explains *what* a strategy consists of.
2. Teacher Explains *why* this strategy is important.
3. Teacher explains *when* to use this strategy in actual reading.
4. Teacher *models how* to perform the strategy in an actual context.
5. Teacher *guides learner practice*.
6. Students *independently use* the strategy as they pursue their own reading and projects.

Kristen McCollum
kristenvmccollum@gmail.com

Amy Boles
aboles@rsu24.org

THINK-PAIR-SHARE

Use before, during, or after reading.

Directions for protocol:

1. Create a prompt, question, or problem to generate student thinking about a topic from a reading, experience, prompt, or live-work experience.
2. Spend 2-3 minutes brainstorming individually about what was asked. You may have students do a Quick-Write.
3. Partner up: students share their ideas with one another for approximately 2-3 minutes.
4. Students share their most significant ideas with the whole group. They are NOT allowed to repeat something that has already been said. Template attached.

Possible Extensions:

1. This works beautifully with problems presented in live-work situations. It allows students to problem solve and create solutions collaboratively.
2. At the end, have students do a Quick-Write about what they learned from the activity.

Think-Pair-Share Template

Before we read this selection, think about the following question or problem:

Think: Write three answers or ideas you have about this question or problem.

1)

2)

3)

Pair: Discuss your ideas with a partner. Check any ideas above that your partner also wrote down. Write down ideas your partner had that you did not have here.

1)

2)

3)

Share: Review all of your ideas and circle the one you think is most important. One of you will share this idea with the whole group. As you listen to the ideas of the whole group, write down three you liked.

1)

2)

3)

ANTICIPATION/REACTION GUIDE

This before, during and after strategy takes a list of teacher prepared statements to engage students with the text by activating prior knowledge, encouraging predictions by the students, and getting them curious about the reading.

Directions for creating the guide:

1. Statements don't necessarily appear in the text but are inferred.
2. They are "think and search" statements that require students to put together information from more than one sentence or sections of a reading.
3. Can be used to identify the main concepts, vocabulary or ideas of the reading.
4. Activate prior knowledge and/or identify what student misconceptions may be or possibly what ideas students are struggling with.
5. Create 5-10 statements. Don't use all fact statements, have them be open ended, big picture statements.
6. Make it clear that it is okay to change their minds. They are allowed to be wrong.

Protocol:

1. Students read the statements and agree or disagree in the before reading category. Template attached.
2. Read assigned text.
3. When complete, fill in the after reading side.
4. Can add column to have students write the page number that evidence was found. Or they can write an explanation.

Possible Extensions:

1. Have students get in groups to discuss their findings.
2. Have students rewrite statements that were false.
3. Write a paragraph summarizing what the reading was about or that identifies the main ideas.

Anticipation/Reaction Guide

Name: _____

Date: _____

Title/Topic: _____

Directions: Before you read the assignment, read each statement carefully. Then place a check in one of the “Before” columns that states your opinion. As you read, focus on information that relates to the statements. After you read, revisit your first opinions and place a check in one of the last two columns. Be prepared to support any of your responses.

Before Reading

After Reading

| Agree | Disagree | Statement | Agree | Disagree |
|-------|----------|-----------|-------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Notes/Reading Response

SUM IT UP

This during and after strategy asks students to select important words that relate to the main idea of what you have assigned them to read.

This will help students focus on selecting key words. It gives students choice and requires them to use critical thinking skills to make decisions about what words to select and use. It also helps them focus on creating a summary statement.

Protocol:

1. Students should read the assigned reading. You may ask them to underline, highlight or list on a separate sheet of paper what they think are key words or main ideas.
2. Pass out the template (attached). In pairs or small groups, students share their lists and come to consensus on what words they feel are essential. These should be listed on the template.
3. Create a 1-2 sentence summary using as many words as possible from their list. Typically, this should total only 20 words. However, you make that determination and share with the class. Also, discuss and decide whether articles and conjunctions (specifically and/the) count as words towards the 20 total.
4. They then must share their statement on the board, or white poster paper. Sentences can be analyzed and the best summary statement can be selected by the class.

Possible Extensions:

1. Jigsaw the reading so summary statements are given for each groups' section. Their statements can then be shared with the whole class to create a summary paragraph for the whole reading.
2. This can be done independently or in small groups.
3. Students write a summary statement prior to the reading to activate prior knowledge.

Sum It Up Template

Name: _____

Reading Selection: _____

1. List key words that explain the main ideas of the text.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Circle the key words above that are most important about the text.

3. Summarize the reading selection in 1 or 2 sentences, together totaling no more than 20 words.

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**Based on Reading Quest's Sum It Up activity at www.readingquest.org/strat and PCG's Center for Resource Management's Sum It Up Template.*

SAVE THE LAST WORD

This during and after reading strategy helps students really dig deep into a text, to further reading comprehension and interact with the text.

Protocol:

1. Make groups of 3-4 students.
2. Assign the text to read. See template. You may add extensions below to the template.
3. Have each student list the quotes he finds interesting as well as why.
4. Once finished reading, one person begins by sharing his quote. Share the page so students who are visual can look on. All they do is read the quote, NOT why.
5. Each person in the group has one minute to respond/react to the quote that was shared.
6. When each person has responded, the original student shares why he selected that quote.
7. It is important that students remain vigilant about the protocol. The person reading the quote can't agree or disagree with others that are commenting on their quote. They must wait until the end.
8. This process rotates to the next group member and another person shares his quote, following the same protocol outlined above.

Possible Extensions:

1. Each group writes a summary paragraph about reading to share with the class.
2. Each group debriefs about how the protocol went and/or what they learned from the reading.
3. Have the group select what they feel the most important quote is to the reading and share with the class and why.
4. If you don't want to do this verbally, students can write quote on one side of an index card with page number and their name. Then pass the card to 2-4 people in their group and group has to write response on back of the index card.

Thinkquiry Save the Last Word for Me Template

Name: _____ Date: _____

Title of Reading Selection: _____

Directions: Fill in the three boxes below with quotes that strike you as particularly interesting from the text. Make sure to copy the quote accurately and note the page where the quote is found. Then, below each quote, write why the quote interested you or what it made you think about. Bring the completed template to the meeting with your small group.

| | |
|---------------------------------|------|
| First Quote | Pg # |
| Reason for selecting this quote | |
| Second Quote | Pg # |
| Reason for selecting this quote | |
| Third Quote | Pg # |
| Reason for selecting this quote | |

THINK-ALOUD

This during reading strategy yields a verbal or written record of the strategic decision-making and interpretive processes of going through a text, reporting everything the reader is doing, noticing, thinking and understanding. This strategy makes the invisible reading process visible.

Protocol:

1. Teacher explains that a Think-Aloud is a written (or verbal) record of the thinking that goes on while a reader is reading.
2. Teacher models Think-Aloud for students. Using a small portion of text that will be assigned to students or another text, teacher verbally and in writing, goes through the processes, questions and thoughts good readers have (predicting, asking questions, responding/agreeing/disagreeing with text, making inferences, etc.). **we used the Inquiry Cube to model and practice the Think-Aloud process. Template Attached.*
3. Once students are clear about expectations, teacher assigns a reading passage and asks students to interact with the text either in writing or verbally with a partner. Remind students that we don't just read to decode words, we read for meaning and to write down all thoughts as they come to the student while reading.

Possible Extensions:

1. Think-Alouds are great ways to gauge if students are engaging with the text or just reading it. Assign a participation or quiz grade for the quality of responses to the reading passage. Think-Alouds are great for holding readers accountable.
2. Use students' Think-Aloud comments as a spring board for class discussion or debate. Ask students to share or teacher can collect written comments and select a few to use for Quick Writes for next class.



QUICK WRITE

This before, during or after reading strategy can be used in many ways. Students are given a prompt or question and asked to write about whatever comes to mind. Students write for a predetermined, short amount of time for the purpose of getting focused before the reading, activating prior knowledge, helping students make personal connections, or helping them synthesize what they read.

Protocol:

1. Teacher provides students with a question or prompt.
2. Students are asked to write whatever comes to mind for a predetermined amount of time (usually 5-10 minutes, depending on the prompt and the students). Students should write continuously, without stopping.
3. Teacher should remind students that the emphasis is on content rather than grammar or spelling.
4. After the 5-10 minute writing time has passed, teachers ask students to share what they have written.

Possible Extensions:

1. Quick Writes can be incorporated into journals or logs. Some teachers find that doing a Quick Write each day sets the tone for the learning that will occur that day or reinforces it if the Quick Write is done at the end of the day.
2. Think-Pair-Share: Students can do Quick Writes independently and then pair up with others and share out their thinking.
3. Students can share their answers within small groups instead of sharing with whole class.

ANNOTATION

This during reading strategy is a structured and systematic way to actively mark up text so it is more manageable. Annotating involves students making executive decisions about highlighting or coding important features and information. This process helps students access, synthesize, and refer back to information within a text.

Directions for creating the guide:

1. Start by either developing codes or symbols as a class or providing students with annotative symbols they will be expected to use. Template attached.
2. Be mindful of creating symbols which make students focus on important structures and content within your content area/field.

Protocol:

1. Student are assigned the annotations or codes.
2. Students read assigned text.
3. As students are reading, they will use agreed upon symbols to mark up the reading assignment.

Possible Extensions:

1. Not everyone can mark up texts nor afford to make photocopies. Use Sticky Notes or removable highlighter tape.
2. Transition to Think-Aloud or Directed Reading and Thinking Activity(DRTA).

Annotating Guide

Directions:

1. You will be given some sort of reading assignment.
2. Please read, as instructed by your teacher, a short segment of the passage.
3. Your teacher will show you and explain symbols that you will use for this strategy.
4. Your teacher will model how to use these symbols.
5. You will use the symbols of annotation to mark the remainder of the reading assignment.

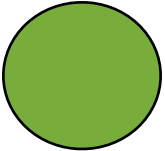
Sample Symbols:



Triangle: Unknown or difficult vocabulary



Rectangle: Key vocabulary phrase



Circle: The big ideas or main ideas



• Question Mark: Place next to parts that you do not understand or have questions about.

GALLERY WALK

This after reading strategy gets students moving around and asks that they actively engage in higher level thinking, providing feedback and synthesizing important concepts. Students receive written records of peer feedback, which ideally drives further thought.

Protocol:

1. Assign the reading. This can be as short as a selection or as lengthy as multiple sources of text for a research paper.
2. Have each student or group of students post a problem, thesis, question or work sample for which they're looking for feedback at the top of a piece of poster paper.
3. Hang the posters around the room.
4. All students (and the teacher) rotate from paper to paper and provide comments, feedback, suggestions, etc. *Note: doing a mini lesson on how to leave QUALITY feedback or the difference between quality and generic feedback will significantly enhance the outcome of this activity.*
5. Students return to their poster papers and reads feedback, synthesizing for the group and reporting out what he will take away from the notes peers left.
6. This works best with open-ended questions/problems/concepts (ones with no "right" answer).

Possible Extensions:

1. Silent Discussions: follow a similar protocol, but if space is limited, the students can write their problems or questions on a piece of lined paper and pass the paper from desk-to-desk or student-to-student.
2. Teacher can provide the prompts at the top of the paper. While this takes away a large amount of ownership from the students, it is sometimes a very effective way for the teacher to collect feedback.
3. Guest Book: Have students display work (this works especially well in digital disciplines) and set up a physical or virtual guest book where other students can sign in, comment, and provide targeted feedback on the work.